

POLICY ON HANDWRITING

RATIONALE

Handwriting is a skill which has to be taught in school. It is a complex skill which involves a wide range of cognitive, linguistic and perceptual motor abilities. It is the way we record our thoughts on paper, using a generally understood system of symbols. Therefore our schools attitude to handwriting is important as it is a communication skill. Time taken to help children to write fluently and quickly is well spent, since handwriting will be required in almost every school subject. With effective teaching, the basics of handwriting can be mastered by most pupils by second class.

- This policy will help to ensure the development of handwriting skills from Junior Infants up to Sixth Class and will therefore provide continuity in handwriting from class to class.
- This policy is currently being revised as a result of two teachers (Niamh and Mary O), attending a handwriting workshop presented by an occupational therapist (Michelle Bergin).

CONTENT

- All staff have been informed about the principles of handwriting for effective practice.
- Learning to write involves three stages
 - Cognitive: you have to think about it
 - Practice: plenty of practice needed.
 - Automatic: don't need to think about it anymore.
- Handwriting as a movement skill is best taught directly by demonstration, explanation and practice.
- Handwriting requires a lot of practice.
- Before starting to write formally, children need to acquire a range of perceptual and physical skills.
 - Gross Motor: sitting, balance, body and shoulder strength, range of motion in joints in arms and fingers
 - Fine Motor: hand strength, ability to manipulate items in your hands, pencil grasp. This fine motor control can be developed by activities such as cutting, threading, modelling, hammering, finger rhymes, sorting small objects, sticking, pattern-making & tracing.
 - Perceptual skills: Working with shapes, objects in different sized and sorting can assist this development.

- Sensory: ability to see what is on the page, ability to gauge force needed for writing, ability to hear instructions
- Prewriting activities from the Aistear Curriculum
 - ❖ Horizontal lines – left to right, both straight and wavy
 - ❖ Straight scribble
 - ❖ Round and round scribble
 - ❖ A diagonal cross
 - ❖ A horizontal / vertical cross
 - ❖ An anti-clockwise circle
 - ❖ A clockwise circle
 - ❖ A vertical line in a downward direction
 - ❖ A vertical line in an upward direction
 - ❖ zigzags
 - ❖ simple circles in both directions; concentric circles beginning at the centre or the outer edge
 - ❖ dots
 - ❖ spirals that wind outwards or inwards
 - ❖ upward loops or garlands; downward loops or arcades
 - ❖ figures of eight both vertical and horizontal
- Scribbling, drawing and colouring develop confidence and pencil control. These activities also offer children the opportunity to experiment with a variety of pencils, crayons, felt tips which they enjoy. The patterns can be made in a multitude of materials that provide variety, reinforce movements already experienced and can be a part of group projects and artwork. They might be made with fingers in sand, lentils, foam, paste and paint or in the air; on biscuits with tubes of icing; rolled from plasticine or dough; made with wool or thread; in chalk in the playground; with whole bodies to make large patterns in the air or in tracks of movement on the floor, and with brushes, pencils or felt pens.
- The language of handwriting needs to be consistent with all staff. They need to agree to use the same words. They will decide which terminology they will use with pupils e.g.
 - Capital letters
 - Small letter
 - The Base line is the continuous line upon which the main bodies of the letters will rest
 - Sky, Grass and Root.
 - X-height letters are letters without ascenders or descenders such as m, c, e and o.

- Letter bodies are the parts of the letter which are neither ascenders or descenders e.g. the rounded parts of s and b and the arches of m and n.
 - Entry and exit strokes are where pupils begin each letter using an entry stroke and finish their letters with a final flick in preparation for joining to the next letter.
 - Up, down, left and right. Teachers will need to check that younger pupils understand the concepts of up and down as it is used when working with a pencil on paper.
 - Cursive or joined up.
- Teachers consider the following practical matters
 - Furniture: Teachers ensure that children are sitting in chairs and tables which are the right size for them.
 - Light: Teachers ensure that all pupils have good light. If they must copy from the board they should have a good view of it.
 - Pencil Hold: The children will be taught the main classic tripod grip and are also aware alternative grips which also work well. Children need to have a stable hold of the tool to control it effectively but also need to maintain freedom of movement. A tripod grip or grip that uses three digits only and allows the fingers to move while the hand and wrist move horizontally along the line is optimum. If a child has developed an alternative grip that he / she finds comfortable for reasonably long periods of time it often causes more problems than it solves to insist that he / she changes. They will learn the correct grip with a good quality pencil as follows;
 - ❖ Pen/pencil is held between the thumb and middle finger with the index finger resting on top
 - ❖ Body of pen/pencil crosses the hand at the large knuckle of the index finger
 - ❖ Pen/pencil isn't held too close to the tip (1 – 3cms is best for right hander's and 3 cms is best for left hander's)
 - ❖ Fingers are curved not bent
 - ❖ Grip isn't too tight or too loose
 - ❖ The writing pressure isn't too light/heavy
 - ❖ The wrist is bent up slightly
 - ❖ Tips for making a dynamic tripod grip using the Quack Quack strategy
 - 1) Put the pencil on the table pointing to the right (if R-handed) or left (if L-handed)
 - 2) Make a “duck beak” with thumb and fore finger
 - 3) Pick up the tool with the “beak”
 - 4) Allow the pencil end to flick back so it sits in the groove between thumb and forefinger – or gently steer it with the other hand.

5) Put the middle finger underneath

- Changing an established grip needs to be approached with care as the change will almost certainly involve much practice and motivation. Should you decide to attempt a grip change:
 - ❖ Work with the child to find the best grip for him or her. The ideal is some form of tripod grip but sometimes a compromise has to be made between the ideal and what can realistically be achieved
 - ❖ Explain, demonstrate and allow the child to experience, perhaps by writing in the air, the advantages of the new grip you are recommending and so appreciate the additional freedom of movement / uncluttered view of the writing / comfort the new grip could give.
 - ❖ Encourage and praise effort – changing well-established habits is not easy
 - ❖ Be aware that handwriting quality may deteriorate for a time until the new grip is firmly established
- Paper and paper position: Good quality smooth paper can make quite a difference to the ease of writing.. Left-handers should rotate their writing surface to the right and right-handers should rotate to the left. The paper tilted slightly to the left for right-handers and to the right for left-handers (no more than 45°). The non-writing hand holds the paper steady
- Teachers consider the following tips for left handers:

Left-handed pupils: Left-handed pupils do not always find writing difficult however our left to right writing system is the wrong way around for them and this may need some consideration by teachers. The following are some practical tips teachers consider;

 - During demonstrations of letter formation, it can be helpful to use your left hand to teach these children.
 - Left-handers should either sit next to each other or on the left side of a right hander to avoid elbows clashing.
 - Left-handers may benefit from having a slightly higher seat to make it easier to see what they are writing.
 - A left-hander should rotate their writing surface slightly clockwise when writing.
 - The writing tool used by left-handers needs to be comfortable to the hand and also one that will not smudge if the writing hand passes over it.
 - When providing work for children to copy e.g. words on a page, it can be helpful to write the words in the middle of the page and the left-

handers can copy in the left column and right-handers can complete in the right column.

- Teachers have the knowledge of the theory and practice of the ABC (Basics) of Handwriting
 - Handwriting patterns which are a pre writing activity. By their repetitive nature patterns emphasise the rhythmic movement which we aim for when writing.
 - Teaching letters which are formed with similar movements together in groups is a useful way of teaching correct letter formation.
 - The use of verbal strategies is also helpful for example “around, down and up”. For younger children sayings which help children to remember how each letter is formed e.g. Santa comes down the chimney then runs up and over the roof for h.
 - As well as teaching lower case letters it is important to teach the capital letters and their formation quite specifically.
 - Pupils should also be sure of the upper case and lower case forms of each letters and be able to relate them to one another.
 - Children should begin to use joined writing for all their work as soon as they are able to write in joined writing so that with practice it becomes automatic.
 - Two aspects of writing, fluency and speed are developed in 4th, 5th & 6th class. Teachers in those classes have adopted the following strategies;
 - Children learn that different writing is needed for different purposes and that there are two kinds of handwriting. One which is good quality and neat and used for more formal purposes and the other a fast note-taking hand which is used when time is of the essence. The latter may be more untidy but should still be legible.
 - Time is set aside to teach older pupils how to write quickly. One simple approach is to ask children to copy a text from a book for a set time (5 mins) then ask them to count how many legible words they have written. This activity might be repeated daily for a week or two with each pupil trying to beat his / her own best score – until most pupils can write at least twelve words per minute.

- Children need to learn and practise the mechanics of writing, which consist of the following skill components:

1. FORMATION OF LETTERS
2. LETTER PLACEMENT
3. SPACING
4. SIZING
5. PRESSURE ON PENCIL
6. SPEED

1. FORMATION OF LETTERS

- Children are taught through a multisensory approach
 - Visual: watching teacher, tracing finger over letter,
 - Auditory: Have the children describe how you are making the letters – where did they start, where did they go and where did they finish
 - Tactile: use of other materials: wet dry try method, making the letters from playdough, drawing the letters on other surfaces, textured paper etc
- Recognising the letter by name / sound and visual presentation
- The first shapes are best made in the air / sand / foam / paint / on the back of another child etc. where fine control is not required.
- Being able to copy the letter i.e. having the plan of how to make the shape that is the letter
- Being able to write the letter by name / sound
- Lower case alphabet is taught before the capital alphabet. How to form each letter can be taught at the same time as children are introduced to the letter's shape and sound
- A visual image and a verbal description helps a child to remember the movements necessary to form letters.
- Emphasise where problem letters start e.g. t starts in the middle
- The following are recommendations for the sequence of teaching letters for print writing according to the Handwriting Without Tears (Olsen 2003). These are grouped according to how the letters are formed and can help a child to learn them.
 - Capital Letters
 - ❖ Capitals that start from the top: F E D P B R N M
 - ❖ Corner Capitals: H K L U V X Y Z
 - ❖ Letters that start from the centre: C O Q G S A I T J
 - Lower Case Letters
 - ❖ c o a d g q: these letters start with drawing a letter c
 - ❖ h b l t k: these letters start at the top and go right down
 - ❖ r n m i u y v w x: these letters start with Down

❖ p j e f s z : the remaining letters

2. LETTER PLACEMENT

- Prompt the child to make the letters sit on the line. Show him / her where they need to start them so that the bottom rests on the line
- Check whether letters are sitting with their bottoms on the line, or are they floating up off the line or sinking below it?
- Children understand that the “body” of each letter sits on a line (like cats on a wall), some letters have sticks (or ascenders) that are taller and some have tails (or descenders) that drop below the writing line.
- There are many visual images to help children understand this such as the sky, forest and underground. Some letters such as a e o s live only in the forest but others stretch into the sky (b d) and others (g p) grow into the ground.

3. SPACING

- Prompt the child to leave a small space between letters in a word that nearly touch. Is each letter spaced evenly from its neighbours?
- Leave a BIG consistent space between words.
- Use cues such as jump between the words or leave enough space for a letter “o”. Children can test the evenness and size of their spacing by sing a contrasting colour to draw in as many o’s as will fit between words.
- It is not recommended that small children use their finger as a spacer between words and it is impossible for left-handers.
- Ask the child to look at a written sentence of the teacher and their own sample to identify correctly placed large gaps and small gaps

4. SIZING

- Making a letter the size it’s supposed to be
- Paper with lines and visual aids or prompts
- Grass, sky & root strategy
- Differentiating between capital letters, tall letter and small letters.
- Capitals take up all the space between the top line and the bottom line
- “Grass” or small letters a e i o u w s z x c v n m sit on the bottom line and go half way up to the top line.
- “Sky” or tall letters d b t h k l touch the bottom and top lines
- “Root” or down letters y g j q p sit on the line and drop their tails below the line

- The “small” letters (a c e u etc) and the “body” part of b d g h k p q should all be written the same size.
- Letters with ascenders (b d f h k l) should ideally be written approximately twice the height of the small letters and descenders should drop a similar distance below the writing line (y g j etc)
- The letters of the alphabet can be grouped according to their shape and movement patterns. For example the round letters c a d g q all begin in the same way and share a similar shape.

5. PRESSURE ON PENCIL

- Try to make as many different shades of grey as you can, just using one pencil (by leaning harder or softer), and prompting the child to make it come out in a colour that does not require too much pressure
- Identify what amount of pressure is best for writing (so that your hand does not get so tired)
- Small adjustments in where we hold our pencil can help – holding further up the pencil shaft can reduce how heavily we lean through the pencil
- Try pencils that are different thicknesses

6. SPEED

- Fluency can be developed by:
 - Using handwriting patterns
 - Using joined writing in all situations so it becomes a familiar skill (except for presentation, labelling etc.)
 - Helping students to assess their own writing and monitor their progress
- Most children need to understand that different tasks require different levels of speed and legibility. e.g. for personal notes speed is usually important and legibility less so; work for display requires a high level of legibility and neatness but speed is less important
- Develop a style of writing that is both legible and speedy. This can be done by practice sessions and the children encouraged to measure the speed of their writing.
- Retention of words has a direct impact on speed of writing
- Encouraging children to try to remember the entire sentence and write it and then refer to the book as a checklist.
- Get the child to practice fast scribbles (of a chain of letters / symbols) on lines across the page to get her hand used to moving fast. Get him / her to

compete with herself to see how many lines he / she can fill with scribbles in a certain time.

- It is better to remedy any problems before encouraging greater speed.
- A requirement that teaching the correct formation of the letters be given highest priority and that this should be achieved by pupils before any attempt is made at joining.
- Cursive writing can lead to a faster writing pace. Generally cursive writing should be tried with the child and a decision made after a number of months of using cursive, as to whether it is the right choice for that child, including the child, parent and teacher in the decision. For some children learning the cursive script can be very demanding and it may be decided that it is not worth the effort, particularly if the speed of print is adequate.
 - A child who writes correctly-formed letters with confidence is usually ready to learn how to join them together.
 - There are three ways of teaching children joined writing:
 - a) Children who have plenty of experience making writing patterns, both standard handwriting patterns and those made from linking pairs of letters (e.g. cl, wh), will find that they have all the skills necessary for joined writing and little additional teaching is necessary.
 - b) Groups of letters. A blend of letters being taught in a phonics lesson can be joined together when demonstrated by the teacher and practised by the children in the air or on small whiteboards. (Note that some letter combinations are easier to join than others). The children who are confident can be encouraged to use the joins in free writing. (Note: this would necessitate using a mixture of joined and separate letters for a time.)
 - c) Basic Joins can be taught in a series of lessons with plenty of practice:
 - ❖ Diagonal (up the hill join) to a long ladder letter, both tall and short (e.g. c-u, i-l)
 - ❖ Horizontal (washing line join) to both tall and short letters (e.g. o-u, w-h)
 - ❖ Joins to curly caterpillar letters (e.g. u-c, n-d)
- Once joined writing has been learned children should be encouraged to use it for all their normal writing so that the practice makes it easy and familiar

- Note that some styles of joined writing have spaces after descenders and perhaps some other letters, such as b and p. these can provide a break when the hand can be moved along the page.

GOAL-PLAN-DO-CHECK APPROACH

Some teachers may adopt the following approach.

1. **GOAL:** what do you want to do?
2. **PLAN:** How are you going to do it?
 - What do I want to write?
 - Hold paper / book steady!
 - Pay attention to how individual letters look
 - Look at sheet!
 - Don't press pen down too hard
 - Leave space between words
 - Stay on / within lines
3. **DO:** Try out plan!
4. **CHECK:** Look over it, did it work?
 - Are my letters on the line?
 - Am I not holding my pen too tightly
 - Are gaps between letters even?
 - Are my capital letters tall enough?
 - Do my small letters have half the height of the capital letters?
 - Do I sit right?

GENERAL

- All classes and support rooms have the letters of the alphabet on display.
- All the staff have the same language of letter formation which has just been revised this year.
- They will learn a verbal rhyme for the first two years.
- Children in Infant classes will do Handwriting Warm Up Activities.
- Junior Infants are using the Sounds Make Words scheme.
- Senior Infants are using the 'write' section of Word Wise scheme. They begin writing into B2 handwriting school copy in September of Senior Infants. A B2 homework writing copy is introduced as part of homework in term 2.
- First Class are following the Jolly Phonics Scheme. They use Jolly Phonics Grammar Book 1.
- Second class use a cursive style where they f and k are formed differently. They use B4 copies.

- Third Class are using the Write Here Book E scheme (script style)
- Fourth Class are using the Write Here Book F scheme (script style)
- Fifth Class are following Write This Way 5 (Folens)
- Sixth Class consolidate what has been learnt and refer to Write This Way 6 when needed .

Handwriting Warm Up Activities

Children will do Handwriting Warm Ups before writing. Warming the hands up prior to beginning a writing task helps to build up endurance for writing and reduce fatigue. The following warm up ideas are suitable for pupils of various years. Completing some of these activities to music can help to motivate them and make the activity more fun.

- Finger plays
 - Where is Pointer
 - Incy wincy spider
 - Two little dickie birds
 - Indian Tee Pees
 - Inch worm
 - Open, shut them
- Rub each fingertip to thumb for 10 seconds per finger
- Touch each fingertip to thumb ten times. Repeat on each hand and then both hands together
- Lay hands flat on the table. Tap each finger individually on the table and then repeat doing both hands together
- Put hand palms together. Then keeping finger tips in contact push palms away and then back together like push-ups
- Play dough activities. (e.g. Making play dough letters or words by rolling and squeezing the play dough)
- Finger aerobics – hold hand in a fist, point index finger to the sky, to the front and finally return to fist. Repeat with each finger 5 times
- Rub hands together vigorously or rub them on the carpet in circles
- Students grip a pencil with their thumb, middle and index fingers and walk their fingers up and down the length of the pencil
- Students stand next to their desks with their hands resting palms down on the desk. While keeping their arms straight they support their weight on their hands for 5 – 10 seconds, then relax. Repeat
- Students complete a variety of curly pictures (i.e. clockwise and anti-clockwise spirals that are made into figures)
- Pretend to put on magic gloves. This involves rubbing each finger and thumb to ensure the glove is on properly

- Play finger flicking football – tear off strips of scrap paper and try to use just one hand to crumple them up to make a tight ball of paper. Use thumb and index or middle finger to flick the little crumpled paper balls across the table top into your opponent’s goal.
- Place 6 coins on the table top and then pick them up one at a time using index and thumb to pick them up and then transferring them down into the palm of hand to be held there while picking up the next coin. When all are in palm transfer them from palm to index and thumb to be placed in a money box. Same game can be played with smaller objects (peas, small beads, buttons, etc.)

Junior Infants

- Pupils will learn correct posture
 - Both feet flat on the floor and thighs parallel to floor
 - Elbows level with desk top
 - Both forearms resting on the desk
 - Bottom seated towards the back of the chair
 - Leaning slightly forward with head not too close to desk
 - Shoulders not hunched
 - Head not resting on an arm or the desk
 - Body not bent to the side
 - Movement coming from the arms and fingers only
 - Their helping hand rests on a good quality page.
- Pupils will learn the standard pencil grip.
- The children are required to have -
 - a) a triangular pencil
 - b) a writing workbook
 - c) a project copy
 - d) A B2 copy
 - Children will learn to write the small letters of the alphabet first.
- They will learn the same shape letters together e.g. c,o,a.....l,t.....r,n,m etc.
- Ligatures will be attached to the small letters c, a, d, e, h, i, l, m, n, t and u
- Junior Infants are using the Sounds Make Words scheme. Children will develop visual awareness of Capital Letters.
- Simple words and short sentences are taught to give practice in writing letters together.

Senior Infants

- Children are required to have standard HB pencils and B2 copies x 2.
- Revision will be done on the small letters and capital letter formation is introduced.
- Ligatures are attached to all letters mentioned in Junior Infants.
- Senior Infants are using the 'write' section of Word Wise scheme.
- Children progress to writing longer sentences in B2 handwriting copy. In term 3, children alternate writing their news into handwriting copy and project copy.

First Class

- Children are required to have a pencil, a B2 copy, a news copy and an A11 88page copy in first term.
- The teachers revise and consolidate the Senior Infant scheme.
- First Class are following the Jolly Phonics Scheme. They use Jolly Phonics Grammar Book 1.
- In 1st class see if they have the formation and then work on alignment and spacing.

Second Class

- Children are required to have a pencil and a B4 copy.
- The letter k and f changes at this level, please see alphabet attached
- Children practice two and three letter words in their copies.
- Pupils will transfer their knowledge of ligaturing from their B4 copy to an ordinary blue lined copy.
- Children will skip lines in their blue lined copy
- Pupils will use a red biro for the following under the direction of the teacher, e.g. to draw margins, to underline, to number, divide and write headings, etc.,

Third Class

- Children are required to have a pencil and a B4 copy.
- Revision and consolidation of work done in Second Class
- We follow the programme Write Here E (Script Style).
- Children will learn the following hints to help them in their joined script writing:
 - how to join e to the following letters; o, r, v, w,
 - how to join q to u
 - g,j,y do not join the letter that comes after them
 - o,v,w,r join to the next letter from the top

- joins can be made from f to f and y and all small letters (except e and z). The cross stroke of the f makes the join.
- Children complete ligaturing in sentence form and will then transfer their knowledge of ligaturing from their writing copy to the other subjects in the curriculum.
- Children do not skip lines in their copies in this class.
- Pupils will use a red biro for the following under the direction of the teacher, e.g. to draw margins, to underline, to number, divide and write headings, etc.,

Fourth Class

- Children are required to have a pencil and a B4 copy.
- Children will learn the following hint to help them in their joined script writing:
 - Children will wait until they have finished a word before putting a dot on the i or a cross on the t or f.
 - Revision of hints listed for 3rd class
 - Joins cannot be made from 'b,g,j,p,q,r,s,x,y,z but joins can be made to them.
 - - Joins can be made from o,v,w to all small letters except 'z'
 - - 'o,v,w' never join to 'b,f,h,k,l,t'
 - - Capital letters don't join to lower case letters. 'C' is the only exception.
- Children will transfer their knowledge of ligaturing from their writing copy to the other subjects in the curriculum.
- Fourth Class are using the Write Here Book F scheme (script style)

Fifth Class

- Pupils are required to have a B4 copy plus a pencil.
- Children are required to use biro in all copies
- In first term they revise joined writing.
- Children will loop the following letters in singular and double form :f, g,h,j,k,l,st,y,
- Teachers encourage children to form extra loops with some letters, e.g., g, h, etc.,
- Fifth Class are following Write This Way 5 (Folens)
- Children transfer their knowledge of ligaturing from their B4 copy to all subjects in the curriculum.
- If writing for yourself you don't need to be that neat but if you are writing for someone else to read then take an extra 2 minutes to make it neat.

- When writing is legible, teachers focus on speed. Children encouraged to time themselves and add on 1 sec for errors or to write words per minute and time themselves e.g. 16 words per minute

Sixth Class

- Children are required to have a pencil and a B4 copy.
- B4 copies are used each term
- There will be revision and consolidation of work done in Fifth Class
- Children will be encouraged to use joined writing in all subject areas
- Children will be encouraged to develop their own fluid, legible, style.
- Learn to abbreviate in note taking
- Learn when you can give answers in bullet points
- Learn about how to get and give information in other ways apart from writing e.g. photocopied notes that child highlights pertinent information from?
- Sixth Class consolidate what has been learnt and refer to Write This Way 6 when needed.
- Use of scribe for some homework
- Use of Dictaphone for some work
- Use of typing for some work

APPENDICES

Language of number formation

Language of Lower Case letter Formation for Junior and Senior Infants

Language of number formation

- 0 – Number 0 is like an “o”. Around and around and around you go.
- 1 – Straight and down and then you’re done, that’s how we write the number 1.
- 2 – Around and down and back, that’s how we write the number 2.
- 3 – Around the tree, around the tree, that’s how we write the number 3.
- 4 – Straight down and across and down some more, that’s how we write the number 4.
- 5 – Go down and around and then you stop, finish your 5 with a hat on top.
- 6 – Make a curve and then a loop. You’ve made a 6 so join the troop.
- 7 – Across the sky and down from heaven, that’s the way to make a 7.
- 8 – Make an “s” and then don’t wait, climb up again to make an 8.
- 9 – Make a loop and then a line, that’s the way to make a 9.
- 10 – Make a 1 and then a 0 then put them together to make a 10.

Language of lower case letter formation

- c – Around and stop
- o – Around like a circle
- a – Around, up, down and a tail
- d – Around, up to the top, down and a tail
- g – Around, up, all the way down and a curl
- q – Around, up, all the way down and a tick
- h – Down from the top, up, over the hill, down and a tail.
- b – Down from the top, up and put its belly on
- l – Down from the top and a tail
- t – Down from the top and a tail, lift and straight across
- k – Down from the top, lift, in and out
- r – Down, up and over
- n – Down, up, over the hill, down and a tail
- m – Down, up, over the hill, up, over the hill, down and a tail
- p – Down to the bottom, up and put its belly on
- i – Down and a tail, lift and a dot on top
- j – All the way down with a curl, lift and a dot on top
- u – Down, around, up, down and a tail
- y – Down, around, up, all the way down with a curl
- v – Down, up
- w – Down, up, down, up
- x – Down, lift, down the other way
- e – Up, around and stop
- f – Around at the top, all the way down, lift and straight across
- s – Around and back around
- z – Across, down and back

